

# MONTANA CSPD STRATEGIC PLAN

THIS SECTION PROVIDES INFORMATION ON THE  
MONTANA CSPD VISION, MISSION, AND STRATEGIC PLAN FOR 1999–2004

# STATE CSPD



*Montana CSPD is a unified personnel development system  
that ensures quality educational programs and services  
for all children and youth.*

## Mission:

*To this end, the mission of CSPD will be to value and promote services which:*

- ❖ *are proactive and flexible in meeting the needs of children and youth*
- ❖ *are unified and integrated through a partnership of families, schools, agencies and communities*
- ❖ *ensure success for all by providing a safe and healthy environment that builds a sense of belonging and value for self and others*
- ❖ *evaluate and disseminate best practices and achievements through ongoing high quality professional development*
- ❖ *encourage sensitivity to individual differences with recognition of cultural and ethnic diversity*
- ❖ *support recruitment and retention of high quality educational personnel*
- ❖ *are seen as a series of interdependent stages of continuous growth for personnel*
- ❖ *are designed to meet individual needs delivered through personalized, accessible and practical formats*

# **Comprehensive Service of Personnel Development CSPD 2001-2002 Priorities**

## **1) Enhancing CSPD/State Policies/Systems**

- *Broaden stakeholder representation to move toward professional development councils*
- Market CSPD through brochure and website to general educators and administrators
- Obtain data from OPI on number of and types of corrective actions and types of technical assistance requested by region
- Update and disseminate data-base of technical assistance/in-service providers

## **2) Evaluation and Dissemination of Findings**

- *Assess, review and summarize existing data*

## **3) Addressing Personnel Shortages**

- Develop and implement a Mentoring Task Force
- Develop and implement a Task Force for Recruitment and Retention of qualified staff

## **4) Building Preservice System Capacity**

- *Resurrect the Higher Education Consortium*

## **5) Enhancing Existing Educational Systems**

- *Develop Programs for Excellence Incentive Grants*
- Provide professional development options with a focus on
  - Strategies for general educators to respond to the needs of students with disabilities
    - Instructional strategies
    - Assessment and grading
    - Aligning with state standards
  - Strategies to address post secondary transition with an emphasis on culturally sensitive transition plans that address Native American populations

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**Number 1: Enhancing state policy/systems**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
1. Market CSPD	State CSPD	ongoing	
a. CSPD component in OPI Report	Susan, Bob Runkel	Fall 2002	Done 9/01
b. <b>*Market CSPD brochure and web site to general educators and administrators</b>	OPI, Doug Doty, Regional Chairs, Bill Woodford	Spring 2001	Web site Done 9/01
c. Update brochure	Susan Bailey Anderson	January 2001	Done/ongoing
d. Connect with other organizations (PLUK, SAM, Rural Institute, Higher Ed, etc)	CSPD Regions	Ongoing	
e. <b>* Update and disseminate database of inservice/technical assistance providers</b>	Mt Center on Disabilities Deb Miller	Ongoing	On web 9/01
2. Differentiate roles of state and regional CSPD	State/regional councils	Spring 2000	Done
1. Add job descriptions to orientation manual that differentiate between state and regions			Done
2. Flow-chart of roles			Done
3. Support regions through FTE for administrative assistance	State/Grant	Fall 2000	Done
4. <b>* Broaden stakeholder representation to move toward professional development councils/interagency agreements – state and regional levels</b>	State/regional councils Agencies Nikki Sandve, Exec Board	Ongoing	
a. Attending Professional Development discussions	Exec board appointees	ongoing	
3. Share model of CSPD regional councils with Title I, Eisenhower, and other agencies	Exec board appointees	Ongoing	
4. Facilitate discussions about regional coordinators with professional development consortium.	Nikki, Susan, Exec board appointee	Ongoing	

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**Number 1: Enhancing state policy/systems (continued)**

5. <i>Evolve monitoring process to respond to existing data for targeted TA</i>	State CSPD OPI	Fall 2001	Done
<b>b. *Obtain data from OPI on number of and types of corrective actions and types of technical assistance requested by region.</b>	Susan B Anderson Bob Runkel Bill Johnson	Spring 2001	Ongoing
6. <i>Share resources between regions</i> ➤ <b>Emphasize success</b> ➤ <b>Highlight connections</b> ➤ <b>Identify goals – projects</b>	Regional CSPD		ongoing
7. <i>Update mailing list</i>	Susan Bailey Anderson	Spring 2001	Ongoing
8. <i>Broaden stakeholders to include transition council, parents, minorities and other stakeholders.</i>	State Council/ Regional councils	2000-2001	Ongoing
9. <i>Create a linkage between CSPD in Part B with other state programs (Mental Health, Juvenile Probation, Part C, Title I)</i>	State Council Bill Woodford	2001-2002	Ongoing

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**Number 2: Evaluation and dissemination of findings**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
1. <b>*Assess, review, and summarize existing data.</b>	Mary Susan Fishbaugh Regional coordinators submit to state	Spring 2001	
a. Collect data from regional information on trainings done so far	Mary Susan Fishbaugh		Being sent in
b. Review data to see what is needed	Mary Susan Fishbaugh		ongoing
2. <i>Develop means to evaluate impact of past efforts</i>	Mary Susan Fishbaugh, Mike Hermanson		
3. <i>Develop strategy and tools for future evaluation efforts</i>	Mary Susan Fishbaugh, Mike Hermanson	Same as above	
a) review/ revise forms to provide information about impact/ outcome data			Done but ongoing
b) design data collection format and disseminate to regional chairs via orientation notebook			Done but ongoing
c) develop strategies for evaluation process for Projects of Excellence Incentive Grants	State council- decide info Regional councils	Spring 2001	
4. <i>Communicate dissemination information on data collected to Regions/ IHE's and others (including legislature)</i>	Involve University types to write, revise and submit Bob Runkel	As information is available from regions & state	
5. <i>Develop strategies for dissemination of information on new monitoring process</i>	OPI	Ongoing	Done

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**Number 3: Addressing personnel shortages**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>1) *Develop and implement a recruitment/retention task force</b>	Susan BA, MSBA rep, Sue P, Bill J, CEC rep, Judy Lamb		Has been developed
a. Invite Dale Brown (recruiter from Kansas) to talk about recruitment strategies	Susan B Anderson Mountain Plains	Spring 2000	Done GREAT!
b. Develop web site for recruitment	Don Findon		Sept 2001
c. Involve high school students in volunteer/ school to work programs in special education	Eric Burke	Jan 2002	
d. Develop special education experiences for regular education preservice teachers	Higher Education Consortium	April 2002	
e. Develop training programs with tribal colleges to recruit native American students into special education preservice training programs	High Education Consortium		Ongoing
f. Work with high school counselors to implement internships for high school students to work with students with disabilities	Susan Bailey Anderson (find out how to communicate with counselors		
g. Recruit retired teachers from other states and from within the state / investigate job-sharing to attract people from retirement			
h. Recruit paraeducators into teacher education programs	Paraprofessional Consortitum		

**\*\*Recruitment/ Retention Task Force members:**

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**Number 3: Addressing personnel shortages (continued)**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
2. Set up partnerships with nearby states to enable MT students to attend their programs (tuition/slots, etc.) for speech, OT.	Marilyn Pearson, Pete Donovan, U of N Colorado		Ongoing
a. Research programs available exist in neighboring states	OPI		Ongoing
b. Revive Partnership for Speech/ Language Services to work on this issue including MASHA and other stakeholders- parent, coop director, OPI, higher ed. Licensure, legislator	Susan B Anderson Marilyn Pearson Suzanne, Judy, Pete D	Spring 2000	Ongoing
c. Establish relationships with IHE for in-school experiences/ internships for Speech/ PT/ OT	State organizations		
d. Establish funding source four stipends for interns (federal state/ local funds	Commissioner of Higher Ed		
e. Establish out of state fee waivers for Montana students- EWU- OT program/ Minot State- Speech	OPI/ SIG		
f. Promote and strengthen high school awareness	OT/PT/ Speech organizations		
g. Establish scholarships for related service programs	Commissioner of Higher Ed/ OPI		
h. Increase salaries/ creative incentives to attract related service personnel	OPI-		
i. Support for students attending out of state programs			ongoing
j. Develop legislative presentation	OPI		

**Related Service Partnership Task Force Members:**



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**Number 3: Addressing personnel shortages (continued)**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>3. Develop and implement an mentoring task force to determine a system that is more supportive of personnel as they go into field**</b>	<b>Task Force- Mike H, Mary Susan, Dale, Angie, Kathy, Karla, Nikki</b>		<b>ongoing</b>
a. <i>Include present personnel, pre-service, high school</i>			
b. <i>Exchange of ideas and information –research existing mentoring programs</i>			<b>done</b>
c. <i>Identify cadres of teachers REGIONALLY who would be available/ willing to participate</i>	<b>Mary Susan Fishbaugh Regional Chairs</b>	<b>April 2001</b>	<b>List</b>
d. <i>Develop a matrix/.comparison of programs in existence in the state: Great Falls, Havre, Billings, Endorsement Project, OT/PT organization, MEA/MFT</i>	<b>Mary Susan Fishbaugh Karla Wohlwend</b>	<b>April 2001</b>	<b>Matrix</b>
e. <i>Ask regions to come up with list of mentor candidates</i>	<b>Regional Chairs- bring list</b>	<b>Ask 1/01 Return 4/01</b>	<b>done</b>
f. <i>Regional Chair reminder</i>	<b>Angie Walker; CSPD calendar reminder Info to Tana before 3/1/01</b>		<b>Done</b>
g. <i>information to regions- training on how to mentor new personnel</i>			
h. <i>Work to have instate programs currently missing</i>			
i. <i>Provide training to rural areas to allow local residents to become qualified</i>  • <i>Facilitating local use of existing programs</i>			<b>Ongoing</b>

**\*\*Mentoring Task Force:** Sylvia Mangan, Jennifer Williams, Ginny Haines, Mike Hermanson, Mike Jakupcak, Angela Walker, Dale Lambert, Kathy Schmidt, Karla Wohlwend, Mary Susan Fishbaugh

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**Number 4: Building pre-service system capacity**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>1. *Resurrect Higher Ed Consortium</b>	Barb, Susan, Linda, Jo	Feb '00	
a. Invite Mt Plains to present information on Standards?			
b. <i>Establish relations with other professional organizations to create higher education curriculum change</i>	CSPD, higher education consortium IHE portfolio group Barb, Linda		
c. <i>Develop work plan with the Council of Deans to create curriculum revisions</i> d. <i>Adopt current courses for general ed</i>	OPI/CSPD Higher Education Consortium (to be expanded – include other professional organization)		
e. <i>CSPD Higher Education representatives advocate for change within their own system</i>	CSPD Higher Ed. Representatives		
f. <i>Training for educators ensuring alternative assessments are aligned with state standards</i>	RID for State improvement Grant		Started, needs to continue
g. <i>Continue partnerships with universities to prepare related service personnel</i>	OPI, CSPD, Higher Ed, Judy Lamb		

Higher Education Consortium members:

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**Number 5: Enhancing existing educational systems**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>1 Identify current best practices on different ways to provide professional development (based on needs assessment) and disseminate to all stakeholders including educators, administrators, community agencies</b>	State CSPD & MPRRC, Professional Development Subcommittee, Nikki	Spring 2001	
a. Research different ways to provide professional development (State Professional Development Center 444-3855 –John Moore/ Jan Thompson 453-6242)	Committee		done
b. Strategies to include: more online courses, Metnet trainings-target trainings, learning circles, use of video camera, methods to improve follow-up, mentoring/model teaching, Technology options plus research (administrative support needed) , different levels of methods to do professional development (stages of methods) , needs to be the best of the best.	Professional Development Subcommittee, Nikki		
c. provide a statewide training on different methods to do professional development	Professional Development Subcommittee, Nikki	Fall 2001	
d. Provide paraprofessional training/ incentives	Para Ed. Task Force/Grants Nancy Marks, Bill Woodford	Ongoing	Ongoing
e. Develop training model with Technical Assistance follow-up	Model – State CSPD Implement – Regional CSPD Region 3	Feb '00	In progress
f. Develop a model to use technology for targeted technical assistance	State Improvement Grant, Don Findon, Ted Maloney, Mike Hermanson	Dec 2002	

**Professional Development Models Committee:**

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**Number 5: Enhancing existing educational systems (continued)**

<i>Priority Actions</i>	<i>Who</i>	<i>Timelines</i>	<i>Evaluation</i>
<b>2. *Develop Programs for Excellence Incentive Grants that support creative and innovative models for providing ongoing professional development opportunities</b>	Executive Board Regional councils	Spring 2001	Ongoing
<b>3. *Provide general educators training so they can respond to needs of students with disabilities</b> <b>a. Instructional strategies</b> <b>b. Assessment and grading</b> <b>c. Aligning with state standards</b>	Regional Councils Bill Johnson, Ron Laferriere	2001-2002	Ongoing
<b>4. a. Implement "We Teach All"</b>	Martha Lehman	Summer 2001	Ongoing
<b>5. *Provide technical assistance and inservice with an emphasis on post secondary transition of culturally sensitive transition plans that address Native American populations</b>	Regional Councils Ted Maloney, Deb Miller	2001-2002	Ongoing

# ***MT CSPD Planning***

## ***Meeting Summary***

***August 6, 2001***

### ***Participants:***

Nancy Marks- State CSPD Chair  
Bill Woodford- State CSPD Chair-Elect  
Angie Walker- State CSPD Secretary  
Susan Bailey Anderson- OPI CSPD Coordinator  
Martha Lehman- State Improvement Grant Coordinator  
Nikki Sandve, Pete Donovan- OPI Special Education Division  
Ann Beste-Guldburg, Helen Murphy- Region 1  
Karla Wohlwend, Aileen Couch- Region 2  
Marsha Sampson- Region 3  
Ron Laferriere- Region 4  
Ginny Haines- Region 5  
Debra Miller- Region 3

### ***Current Situation:***

#### ***Things that are working:***

- Web site
- Inservice technical assistance manual
- Broadened Stakeholders
- AWARE and Mental Health participation on State Council
- Job description for regional coordinators
- Regional Coordinators
- Share resources between regions
- Start assessing-review and summarizing data
- Develop[ing technical assistance for professional development in local schools
- Paraeducator training
- Professional development that is offered in the regions and its impact
- Revised Paraeducator Guide (Sept)
- Continued expansion of MBI
- Launching of "WE Teach All"
- Transitions outcomes project!
- SIG
- Evolution and vitality of Regional CSPD concept
- MT CSPD "Nationally Renowned!"

#### ***Things that are not working:***

- No mentoring grant- No Mentorships!
- Retention/ Recruitment Incentives
- Data Integration (We've got it- what are we doing with it!)
- Inconsistent interest- Higher Ed Consortium
- Pay for paras
- Student input
- In some circles we (CSPD) are still viewed as just for special educators
- Need to do professional development differently
- Expansion of Employment board
- Not getting CSPD word out to everyone within Special Ed and Regular Ed
- Not enough follow-up training
- No interpretation of impact information- no formative data.

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***Big Questions***

- ? How will we address personal shortages, i.e., speech, OT/PT, and special education teachers?
- ? How do we make CSPD personnel development for ALL?
- ? How do we ensure doing a better job of initial (preservice) teacher preparation for regular ed and special ed?
- ? How do we mentor and retain new teachers?
- ? How do we deliver personnel inservice in ways that increase accessibility?
- ? How do we address funding issues?
- ? How do we address availability of related services in rural areas?
- ? How do we encourage participation in CSPD and CSPD related activities?
- ? What additional incentives can a district provide to recruit and retain personnel?

***Trends***

1. Pulling together of General Ed and special ed into more cohesive group
2. Losing teachers, service providers, and administrators to other states
3. Underfunding of education at state level
4. Increased litigation
5. Emphasis on outcomes and accountability in education
6. Emphasis on behavior strategies
  - a. Proactive approaches
  - b. Increasing number of kids with behavioral challenges
7. Standards movement
8. Assessments ?#!
9. Teacher certification reciprocity (other states)
10. Doing more with less
11. Reading/literacy grant (3 years) improving early reading skills
12. HR 1- HSEA Reauthorization

***Vision of what we are moving toward:***

Revised to be:

**Montana CSPD is a unified personnel development system**  
**that ensures quality education for all students**

*From 1999 (to refer to in future)*

***Adequate Accessible Resources***

- Applicable, varied and adequate resources
- Shared resources – agency, state, federal local
- Regional coordinators
- State coordinated head hunters
- Adequate preparation and training dollars
- On-time, specialized technical assistance
- Equal access to training
- Ore bang for your buck

***Interdependent, Purposeful, Sustained Professional Development***

- Seamless-purposeful professional development
- “streams into rivers”: agencies into networks: training into outcomes
- planned- preservice through inservice
- responsive to individual needs

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- training – grass roots based, personalized, accessible, practical
- reality-based personnel preparation
- available appropriate training
- cross-curricular training activities

***Integrated, Equalized Network***

- single, interagency training network
- heterogeneous education teams that include community human service agencies
- built on local relationships and connections
- inclusive, integrated partnerships
- equally controlled collaboration
- integrated, comprehensive system
- effective supportive services

***Competent, Valued Personnel***

- outcomes, measurable for professionals
- competent valued personnel
- accommodate diversity
- teams of educators prepared for invisible service delivery
- MBI – maintained and improved

***Productive, Involved Citizens***

- Participating, productive citizens
- Outcomes – measurable, student
- Sustaining, supportive village
- Resulting in successful transitions
- MBI maintain and improve

***Potent, Informed advocacy***

- Communication with stakeholders, public and policy makers
- Advocacy – fiscal, equalization, student/educators

***Effective, responsive leadership***

- Leadership – collaborative, interagency, dynamic, experienced, responsive, visionary, effective
- LEA district support for continuing education and follow-up

***Barriers to our Vision:***

**Low salaries and benefits make it difficult to retain and attract personnel.**

- Salary/benefits
- Personnel not available (training, compensation, benefits)

**Resources are constrained by single source of funding and size or location of schools.**

- Unequal access to resources because of size or location
- CSPD has single funding source – needs varied support
- Hiring expertise but not developing it because of limited resources
- Economic changes

Limited legislative support and changing governmental demands keep CSPD a low priority.

- Governmental changes
- Limited legislative support for kids (education, mental health, social services)

People feel comfortable doing things the way they have always done them and tend to cling to old paradigms.

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- **Clinging to local control (district, agency, university)**
- **Rugged individualism**
- **Fear of change**
- **Perceived set of rules/laws that prohibit people from completing goals – tasks – ideas**
- **Reactive rather than proactive**
- **Acceptance of technology (fear of . . .)**
- **Leaders who are not current with best practices**

Personnel do not have a shared vision both within and across schools/agencies.

- **Individual agendas interfere with team approach**
- **Varying shared vision with general education and administrative support**
- **Key personnel in schools and agencies do not share a common sense of vision**
- **Leaders who are not current with best practices**

Everyone wears multiple hats and must respond to conflicting demands for commitment.

- **Trainers and resources do not mentor others or reach areas where training is needed.**
- **Time constraints due to commitments**
- **Too many meetings – not enough action**
- **System is personnel dependent**
- **Limited commitments**

Different cultures, current isolated practices, distrust, and inconsistent communication across agencies preserve the complexity of implementing integrated, system change.

- **Complexity of implementing integrated system of training**
- **Instability of the mental health services**
- **Buy in from other agencies financial and programmatic**
- **Different cultures across agencies**
- **Inconsistent meaningful communication between agencies**

People across the state do not know about or understand CSPD support and resources.

- **General awareness of CSPD; recognition**
- **CSPD only known for special education**
- **CSPD only known for inservice**
- **Knowledge of CSPD – unknown**
- **CSPD – name too hard to understand; not understood (becoming more well known)**